# Article information:

Academic stress, self-esteem and nonsuicidal self-injury among adolescents: The moderating effect of the oxytocin receptor (OXTR) gene rs53576 polymorphism | SpringerLink
<https://link.springer.com/article/10.1007/s12144-023-04645-7>

# Article summary:

1. Academic stress is a significant risk factor for adolescent NSSI, with chronic academic stress potentially increasing the risk of NSSI as a self-regulatory mechanism to relieve aversive emotional states.

2. Self-esteem mediates the relationship between academic stress and adolescent NSSI, with low self-esteem engendering aversive emotional states that may trigger NSSI.

3. The OXTR gene rs53576 polymorphism moderates the indirect relationship between academic stress and adolescent NSSI via self-esteem, with adolescents with the G allele being more sensitive to social environments than those with the A homozygote.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Academic stress, self-esteem and nonsuicidal self-injury among adolescents: The moderating effect of the oxytocin receptor (OXTR) gene rs53576 polymorphism" provides an in-depth examination of the relationship between academic stress, self-esteem, and NSSI among adolescents. While the article presents a comprehensive review of prior literature on the topic, it also has several limitations that need to be addressed.

One potential bias in the article is its focus on Chinese adolescents. While it is true that academic stress is prevalent in China's exam-oriented education system, this may not be representative of other cultures or educational systems worldwide. Therefore, the findings presented in this article may not be generalizable to other populations.

Another limitation of the article is its reliance on self-reported data from previous studies. Self-report measures are subject to social desirability bias and may not accurately reflect actual behavior or experiences. Additionally, some studies cited in the article have small sample sizes or lack diversity in their participant demographics, which limits their generalizability.

The article also makes unsupported claims about the underlying mechanisms of adolescent NSSI. While there is evidence to suggest that academic stress and low self-esteem are risk factors for NSSI, it is unclear whether these factors directly cause NSSI or if there are other mediating variables at play.

Furthermore, while the article acknowledges that genetic factors may moderate the relationship between academic stress and NSSI via self-esteem, it does not explore alternative explanations for this relationship. For example, environmental factors such as family dynamics or peer relationships may also influence an adolescent's susceptibility to academic stress and subsequent development of low self-esteem and NSSI.

Overall, while this article provides valuable insights into the complex relationship between academic stress, self-esteem, and NSSI among adolescents, it has several limitations that should be considered when interpreting its findings. Future research should aim to address these limitations by using more diverse and representative samples, incorporating multiple measures of relevant variables, and exploring alternative explanations for the observed relationships.

# Topics for further research:

* Alternative explanations for the relationship between academic stress
* self-esteem
* and NSSI among adolescents
* Environmental factors influencing adolescent susceptibility to academic stress and NSSI
* Cross-cultural differences in academic stress and NSSI among adolescents
* Genetic factors and their role in moderating the relationship between academic stress and NSSI
* Validity and reliability of self-report measures in studying adolescent NSSI
* Long-term consequences of academic stress and NSSI on adolescent mental health

# Report location:

<https://www.fullpicture.app/item/1ae610d6ac6e07a9f8855a5183460ea5>